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EDITORIAL

The first duty, and a grateful one, of the new editor must be to attempt, on behalf of the officers and members of the Classical Association of the Atlantic States, of his colleagues on the editorial staff, and, in a word, of classicists everywhere, some expression of the admiration and appreciation we have all felt for the tireless labors and splendid achievements, over a memorable triennium, of the retiring editor, Dean Harry L. Levy of Hunter College. For those of us who have had the unforgettable privilege of knowing at first hand Harry Levy's wholly extraordinary qualities of mind and character, his accurate and discriminating scholarship, his devotion to his task, his efficiency, his unfailing humanity and tact in the myriad personal contacts of the editorial office, moderation in language is difficult, superlatives come easily. But they are not necessary. The volumes of *THE CLASSICAL WEEKLY* which appeared under his direction were meant to speak, and they do speak, for themselves; and no attentive reader of them will need our instruction or our reminder on that score. Every friend of *CW* will join us, we may be sure, as we thank Harry Levy for a task superbly well done, an inspiration to every serious-minded and forward-looking classical teacher; and when we wish him, *amico amicissimi*, all success in his new office as Dean of Students at Hunter, an appointment on which both he and his college are due every congratulation.

A very few words on general matters and plans for the coming year. The Masthead (overpage) contains the publication schedule and the staff as reorganized since Dean Levy's departure. To his colleagues, and

very especially Professor Akielaszek, the Editor is already deeply indebted for innumerable services; and he would like also to acknowledge at this time many kindnesses on the part of the officials of the C. A. A. S. and of Fordham University. In general the familiar allotment of space among articles, service features, reviews and reporting of recent publications, and news of interest to classical teachers will be maintained. In December we shall publish a checklist of several hundred 1952 books, and in the spring we expect to begin a series of surveys of recent work on the major classical authors and fields, which, undertaken with special attention to practical conditions of teaching and research in this country, will, we hope, render a real service to our readers.

E. A. R.

THE STRANGE DEATH OF THE ELDER PLINY

The death of the Elder Pliny is described in his nephew's famous letter to his friend Tacitus (6. 16), a letter which gives a vivid description of the great eruption of Vesuvius and is well known to all classicists. This letter, which at first sight appears so candid and which was written to give Tacitus some idea of the Elder Pliny's end, is really not entirely candid and teems with difficulties.

Apparently the letter is so vivid that almost everyone who attempts to describe Pliny's death feels able to quote it from memory. The result is that accounts of his death vary widely and that almost all of them are inexact.

The facts as given in the letter are as follows: Pliny was then prefect of the fleet at Misenum. At about the seventh hour on the 24th of August his sister, the mother of the Younger Pliny, urged him to look at a curious cloud which had appeared. He left his studies and went up to an eminence to look at it, became interested, and ordered a light vessel to be made ready so that he could get a nearer view.

As he was leaving the house, he received a note from a lady named Rectina, who urged him to save her from the imminent danger. He therefore ordered a number of larger vessels to be launched and headed directly for the danger spot to give assistance to her and to others. As he approached the eruption, he calmly dictated notes to a secretary on what he saw before him. But cinders and pumice stones began to fall on his ship, and suddenly the water shoaled, so that the ship could come no nearer, and the shore was blocked by landslides.

He debated a moment while the captain of his ship urged him to turn back, then said, "Fortune favors the bold; head for Pomponianus' house." They ran straight downwind to Stabiae, where he found that his friend Pomponianus had already embarked his baggage with the idea of leaving as soon as the contrary wind should subside.

Pliny soothed and comforted his friend and even went to the bath, bathed, and sat down to supper either cheerfully or with the appearance of cheer. Afterward he went to bed and really slept, for his snoring could be heard. Presently, however, the others aroused him, for the rising ash would have blocked the door of his room, which evidently opened outward into the courtyard. They had not gone to bed at all. After some discussion they decided to go out with pillows tied to their heads to protect them from falling stones. They went down to the shore, but found the sea too wild to permit them to embark.

Here Pliny lay down on a piece of sail cloth and called for and drank several drinks of cold water. Soon afterward flames and the odor of sulphur put the rest of the company to flight. Pliny rose with the assistance of two slaves, but immediately collapsed and presumably died then. These facts, the nephew adds, are either from his own observation or from what people told him at the time.

We shall never be able to solve the difficulties raised by this little account. It does seem worthwhile, however, to try to straighten it out as far as we can, since it has given rise to such widely differing modern accounts and since the difficulties in it seem generally to have gone unnoticed.

The *Oxford Classical Dictionary* (p. 704) and the *Encyclopaedia Britannica* (11th ed.) have very bare and

cautious accounts of this affair which contain no mistakes. Most others do have mistakes. In the *Cambridge Ancient History* (XI, 21) we find: "He went impelled by scientific curiosity about the phenomena of the eruption, he stayed to rescue panic-stricken fugitives." Similar errors are to be found in at least half of the histories of science which are available to me, or in school or college textbooks of ancient history. The editors of Pliny's letters (with the exception of A. M. Guillemin in the Budé edition) either make slight mistakes in dealing with this matter or fail to notice that the account of it contains any difficulties. The error seems always to come from the same source—the failure to read the text carefully and see what it really says and does not say.

There are no difficulties up to the point where Pliny found that his vessels could not approach the shore because of the rise of the bottom of the bay and the consequent shallowness of the water. But why did he then

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STAFF

EDITOR

Edward A. Robinson...Fordham University, New York 58, N. Y.

ASSOCIATE EDITORS

Stanislaus Akielaszek...Fordham University, New York 58, N. Y.

William H. Stahl...New York University, New York 53, N. Y.

Ellenor Swallow...Barnard College, New York 27, N. Y.

CONTRIBUTING EDITORS

Lionel Casson...New York University, New York 3, N. Y.

[On leave of absence, 1952-1953]

Philip Mayerson...New York University, New York 3, N. Y.

Waldo E. Sweet...Wm. Penn Charter School, Philadelphia 44, Pa.

head for Stabiae? Perhaps, as Guillemin suggests *ad loc.*, to get to the shore at a more accessible spot and start rescue work. The remark that Fortune favors the bold certainly implies that he thought of himself as taking a bold course. He could have viewed the eruption better as he sailed past the volcano toward Stabiae, if a better view was his object, and he could have returned to the base if he had wanted to after doing so, since he had a large oar-propelled vessel.

When he got to Stabiae, however, he did nothing bold, unless it was bold simply to do nothing in the face of the eruption. We do not know whether he sent his quadriremes off on rescue work, sent them back to the base, or had them beached at Stabiae. To me it would seem most likely that he sent them back to the base. Be that as it may, we have no evidence that any rescue work was ever done.

When the party came out to the shore the next morning, it was surely with the idea of escaping by sea, possibly in a quadrireme, possibly in a boat belonging to Pomponianus. The wind apparently had shifted so that it was coming more directly from Vesuvius, and flames and the odor of sulphur put the others to flight, obviously on foot, not in a boat.

The difficulties, then, are these: (1) we do not know why he went to Stabiae; (2) we do not know what became of the vessel which brought him or of the other vessels with which he started out; (3) we do not know why he personally took no part in rescue work or whether there was any rescue work; (4) we do not know what killed him.

An attempt to give the immediate cause of his death was made almost a hundred years ago by a physician, Jacob Bigelow.¹ Bigelow tried to explain Pliny's death independently of the fumes of the eruption. He reminds us that Pliny was a "corpulent man, subject to laborious breathing." He also reminds us that the *caligo* did not cause others extreme difficulty in breathing; at least the Younger Pliny does not say that it did, either in this letter or in the one (6. 20) in which he described his own and his mother's experience of the eruption. Pliny conjectured, nevertheless, that it was some unusually bad vapor (*crassior caligo*) which caused his uncle's death.

Bigelow concludes: "A medical man may be excused for believing that Pliny died from apoplexy following unusual exertion and excitement, or possibly from a fatal crisis in some disease of the heart already existing."

Perhaps Pliny's conduct may be explained on the theory of a sudden illness, such as Bigelow suggests. Such

a theory also has its difficulties, but it may explain why he went down to Stabiae and why he retired to Pomponianus' house after he arrived there and paid no further attention to the stirring events around him. It is possible that he suddenly began to feel very ill at about the time that his vessels encountered the shoal water, so that he did not feel equal to a rough trip crosswind back to the base and decided to take the smoother trip downwind to Stabiae to get back on land. If he went to Stabiae with the idea of starting rescue work from a new direction, he may have become ill on the way there. It is perfectly possible that he felt plain symptoms of heart trouble, yet did not mention them to anyone, not even to the secretary who presumably was with him until the end. If so, we ought to give him credit for courage and courtesy in not speaking of his own pain. Some may feel that he should have encouraged the others to flee and leave him.

I see no way of solving the difficulties in Pliny's story. We do not know that his uncle was stricken with illness. If not, why did he apparently drop the rescue work? Why did he stay in so dangerous a place? What became of the ships; did they do rescue work, or return to the base? The text offers no answers to these questions.

At least we are on fairly firm ground when we consider the letter as a piece of composition. For its success in giving a false impression without (apparently) telling any lies it deserves to be ranked with the most misleading parts of Tacitus' work. The technique is very like that of Tacitus. Pliny gives us facts, as far as we can tell, but on examination he appears to suppress other facts and he accompanies the facts he does give with a constant flow of judgments intended to influence the reader to believe that his uncle showed himself a hero in a great emergency. We should be thankful for what the letter does tell us, but we should recognize that it does not tell all and that it is a highly tendentious piece of work.

RICHARD M. HAYWOOD

NEW YORK UNIVERSITY

THE UNIVERSITY OF MICHIGAN LATIN WORKSHOP

This summer I had the good fortune to be one of the participants in the Latin Workshop sponsored by the Carnegie Corporation and conducted at the University of Michigan by Dr. Waldo E. Sweet of the William Penn Charter School, Philadelphia, Pa. The purpose of the workshop was to permit a selected group of teachers to study the application of the principles of linguistic science to a course in elementary Latin. After receiving

¹ Jacob Bigelow, "On the Death of the Elder Pliny," *Memoirs of the American Academy of Arts and Sciences*, N.S., Vol. 6, pt. 2 (1858) 223-227. For recent literature on the subject see K. Ziegler, *RE* 21.1 (1951) 284.

basic instruction in what the linguistic method implies, we worked out for classroom use an experimental course in first-year Latin which we will use this year in our classrooms.¹

We all became aware at once of Dr. Sweet's contagious enthusiasm. He has found something good and wants to share it with others. In the same spirit, the members of the workshop, representing a wide geographical distribution, will now carry this method to various parts of the country. The group included: Clara Ashley, Newton High School, Massachusetts; Margaret Forbes, University of Minnesota; Rev. Charles Herkert, Northeast Catholic High School, Philadelphia; Eleanor Huzar, University of Illinois; Frederick Kempner, Milton Academy, Milton, Massachusetts; Austin Lashbrook, William Penn Charter School, Philadelphia; Stanford Miller, Los Angeles City College; Gerda Seligson, The Brearley School, New York City; Myra Uhlfelder, State University of Iowa; Laura Voelkel, Mary Washington College of the University of Virginia; Richard Walker, Bronxville Senior High School, New York; Elizabeth White, Bala-Cynwyd Junior High School, Pennsylvania. As one of this group I wish to express my gratitude to the Carnegie Corporation, to Dr. Sweet, and to Professor Henry Hoenigswald of the University of Pennsylvania, from whose course we also benefited immeasurably.

As we learned at the outset, the fundamental contribution of linguistic science to the teaching of a foreign language is the principle that one must begin by *analyzing* the language to be taught and *describing* it from observation. This point may seem so obvious that it should not require specific mention or elaboration, but perhaps it is not so obvious as it appears at first glance. How many of us, accustomed as we generally are to Indo-European languages alone, are wholly free from a prejudiced idea of what a language is or should be? Our grammatical categories, for example, are too often regarded as the natural, the logical, or the only really intelligent linguistic divisions. The descriptive linguist, with an anthropologist's point of view, has endeavored to describe languages not as he expected them to be, but

as they actually are; and he has found that other perfectly adequate languages have patterns far different from those of English or German or Latin.

In the case of Latin and English a special problem exists: many teachers have long taught, with complete sincerity to be sure, that English and Latin grammar are practically identical, and have uncritically applied the rules of Latin grammar to English. Linguistic science, on the other hand, emphasizes that a description of grammar must be based exclusively upon the analysis of the language in question.

From a pedagogical point of view, it is of the utmost importance to find and stress the *differences* between the student's native tongue and the language which he is trying to learn. In dealing with English and Latin, probably the chief contrast to be emphasized is that English uses word order to signal meaning whereas Latin uses inflections. This statement does not imply that a Latin author disregarded word order. On the contrary, since meaning was indicated primarily by inflected forms, he was far freer than an English author to exploit the possibilities of varied word order as a literary device. Generally speaking, in Latin, word order is connotative; in English it is denotative. Because of this highly significant distinction, one would utterly distort Latin by rearranging it in English word order, as some would do in a desperate attempt to resolve their students' inability to cope with a passage of real, unanglicized Latin. The solution to the difficulty lies in teaching the Latin signals well enough to be recognized in *any* word order.

After devoting some time to discussion of such matters and to supplying a fundamental theoretical background, Dr. Sweet explained his *application* of linguistics in a practical way. A method which underlines the importance of inflectional endings can make effective use of the "horizontal method." By presenting the same case of all declensions or the same tense of all conjugations simultaneously, one can stress the common grammatical signals shared by the various declensions and conjugations. Besides, the horizontal approach automatically corrects a fault of most elementary textbooks. Any Latin text is highly artificial if it confines itself for several months to the vocabulary of the first declension and the first conjugation. Normal, meaningful situations cannot find expression in a vocabulary thus limited.

In teaching a language, Dr. Sweet follows Leonard Bloomfield's precept that *over-learning* is necessary. A student must have active knowledge; he must be able to produce forms and not merely recognize them. Certain mechanical devices, especially recordings, are of great assistance in helping the student to drill and over-learn outside of class. A tape-recorder or phonograph can also make it possible to review quickly in class. Film-strips too can make a valuable contribution, as was convincingly demonstrated. These audio-visual aids, of course,

1 [ED. NOTE: The materials described in this report are not available for general use, but the course will be repeated at the University of Michigan in the summer of 1953. For information about this or the grants for study, interested persons should write to Dr. Waldo E. Sweet, The William Penn Charter School, Philadelphia 44, Pa. For further discussion of some of the topics mentioned in the present report, Dr. Sweet has suggested the following Selected Bibliography: Leonard Bloomfield, *Outline Guide for the Practical Study of Foreign Languages* (Baltimore: Linguistic Society of America, 1942); Robert A. Hall, Jr., *Leave Your Language Alone!* (Ithaca: Linguistics, 1950); E. H. Sturtevant, *An Introduction to Linguistic Science* (New Haven: Yale University Press, 1947); Waldo E. Sweet, "A Linguistic Approach to the Teaching of Latin," *Language Learning* 4 (1951/52) 42-53; "The Horizontal Approach," *CW* (1949/50) 118-121; "The Horizontal Approach Applied to Verbs," *CW* 44 (1950/51) 5-7.]

are by no means intended to supplant the teacher. If properly used, they should result in more effective teaching and save time for explanation of new material and for discussion of literary and historical background.

When we felt that we understood the pedagogical techniques and the purpose behind them, we began to work on the preparation of actual materials to be used in the classroom. The first step was to decide what would be read in the second year. We agreed to plan our elementary course as a preparation for reading passages from Ovid, primarily selections from the *Metamorphoses*. When we had made a word count, we proceeded to write stories and drill practices that would acquaint students with Ovidian constructions and vocabulary. Because the horizontal method will be used for teaching inflections, it was not too difficult to make adaptations and selections from real Latin to be included in the reading for the first year. We did not try to bring in every word that appears in the material from Ovid since we feel it is important to train students to make intelligent inferences from context. A stress upon *meaning in context* should tend to discourage the idea that a literal, word-for-word translation bears any necessary relationship to the original text.

We know that our materials in their present state are unpolished and imperfect, produced as they were in an eight week period. We believe, nevertheless, that they represent a significant step in the right direction, and we do not doubt the soundness of the underlying principles upon which they are based. For this reason we are eager to subject these materials to the crucial test in the classroom. If they are successful, we shall hope to arouse in others the same enthusiasm that Dr. Sweet has kindled in us.

MYRA L. UHLFELDER

STATE UNIVERSITY OF IOWA

REVIEWS

Dichtung und Philosophie des frühen Griechentums: Eine Geschichte der griechischen Literatur von Homer bis Pindar. By HERMANN FRÄNKEL. ("Philological Monographs," No. 13.) New York: American Philological Association, 1951. Pp. xii, 680. \$7.00.

This long-awaited book, the actual writing of which Fränkel began more than twenty years ago, is not only a history of early Greek literature but also a kind of intellectual biography of early Greece, which means that it is an intellectual biography of one of the most important stages in the development of the mind of Western man. Fränkel intended his book for specialist and non-specialist alike, and he has dispensed with much of the learned paraphernalia one usually expects nowadays in a history of Greek literature. Partly because of the deplorably

fragmentary state of our material on the early philosophers, Fränkel has, of course, made full use of the early poets in tracing his significant story. Some seventy-five to eighty per cent of the book, in fact, is devoted to poetry. Since it is Fränkel's treatment of these early poets, and especially the early epic, which is of most interest to me, I shall concentrate my comments upon that portion of the book, leaving criticism of Fränkel's treatment of the philosophers to the specialists who alone are qualified to speak of it.

In a way it is, perhaps, unfair of Fränkel to analyze so minutely and intellectually the thought of many of these poems and fragments of poems, and one cannot at times avoid the feeling that the original authors would be surprised to find that their words were so profound; but Fränkel's analyses are not on this account the less fascinating. What may come to be felt as the greatest merit of the book is the frequent combination of analysis of the thought of a poem with careful consideration of the style, both in the larger aspects of poem-structure and in the details of sentences and phrases. Fränkel is often most skillful in causing thought and style to throw light on each other, and often his analysis of one serves to support his analysis of the other. Besides the treatment of individual poems and poets, there are illuminating discussions of changing styles in Greek poetry and of the relationship of these stylistic changes to the changes in men's habits of thought.

It is difficult to select from such a treasure house particular points for comment. My own selection will, of course, reflect only my own main interests. Certain that "Homer" cannot have composed both the *Iliad* and the *Odyssey*, Fränkel shows commendable caution in feeling that it is impossible to trace in detail the history of the composition of either poem or to decide just what Homer's relationship to the tradition was. The comparison of the wandering Odysseus to a typical wandering minstrel seems to me highly apt. It leads, too, to a fine description of the kind of life a wandering minstrel (e.g. "Homer") probably led and some of the ways in which this influenced his technique. As one would expect from Fränkel's earlier writings, there is a thoughtful (though cruelly succinct) account of Homer's language, verse, and style. Fränkel believes that the *Odyssey* is appreciably later than the *Iliad*, portrays a different world, and is characterized by quite different ideals and outlook. An important and reiterated argument for the later date of the *Odyssey* is the contrast between the treatment of dead bodies, particularly between the stabbing of Hector's corpse and Odysseus' forbidding Eurykleia to shout in triumph over the dead suitors. The difficulty here, though, is the wholly different circumstances. An American soldier today might well act quite differently towards an enemy soldier whom he had just killed in battle (and who he knew was responsible for

the deaths of close friends or relatives) and towards men whom he had killed in his own home in peace time and when they were comparatively defenseless.

Hesiod's position as the father of philosophy in Greece is clarified and without any striving to make him out a greater poet than his poems justify. I cannot feel so confident as Fränkel that the "krasser Aberglaube" characteristic of the concluding portion of the *Works and Days* is so different from Hesiod's thought as displayed elsewhere that this portion cannot be by the same poet.

As we pass to the lyric poets, we find, for instance, a finely pointed analysis of the contrast between the leisurely, courtly, "romantic" splendor of the Homeric poems with their picture of a distant past and Archilochus' direct, outspoken, naturalistic portrait of real life in the present. A welcome general feature of Fränkel's discussions of the lyric poets is his readiness to admit ignorance and uncertainty. There is many a richly suggestive interpretation of the lyric fragments, for instance, Fränkel's finding in Simonides 6 an outlook which to me recalls Donne's famous "never ask for whom the bell tolls" (pp. 392-393). Some attractive and convincing suggestions lurk in footnotes, an explanation, for instance, of the *distichon difficillimum* of Propertius 1.9.23-24 by comparison with Pindar *Nem.* 8.1-3 (p. 616, note 4).

FREDERICK M. COMBELLACK

UNIVERSITY OF OREGON

propaganda), while he views the *Odyssey* as a "guide to ancient etiquette" (p. 15), a success story in which Penelope, surprisingly enough, is seen as the "emotional center" of the epic; and he describes the *Iliad* as preaching "glory, loyalty, and pity" (p. 55). No one familiar with Mr. Post's studies in Menander will be startled by his almost unbounded admiration for the accomplishments of that dramatist, although to some it may seem excessive praise to say that in the plays of Menander "the interweaving of plot and character is as subtle and successful as in Sophocles, while serious interest in moral problems and the accurate depiction of imperfect and ordinary men and women leave Euripides far behind" (p. 220).

Some of Mr. Post's conclusions are at least debatable: e.g., the statement that Achilles is "out of character" in *Iliad* 1 and 24 (p. 54), that Euripides' *Hippolytus* is a martyr (p. 132), that Sophocles' *Electra* belongs to the year 410 B.C. (p. 179), and that in this tragedy the poet has "begged the moral question" of the matricide (p. 180). But the book as a whole, by virtue of its fresh approach to many questions and its demonstration of the philosophical importance of fiction deserves the popularity it will doubtless enjoy among students of Greek poetry.

HELEN NORTH

SWARTHMORE COLLEGE

From Homer to Menander: Forces in Greek Poetic Fiction. By L. A. POST. ("Sather Classical Lectures," Vol. 23.) Berkeley and Los Angeles: University of California Press, 1951. Pp. x, 333. \$3.75.

Professor Post has undertaken in his Sather Lectures to consider fiction as a social force in Greek epic poetry, tragedy, and New Comedy, claiming (p. 6) for his study a scope similar to that of Aristotle's *Poetics*, which he criticizes in his final chapter. This chapter, one of the most stimulating in a book full of provocative interpretations, is not so much an analysis of the *Poetics* as an exposition of Mr. Post's own aesthetic theories and a plea for the study of the "historical effects of fiction," especially its effect on "national patterns of behavior" (p. 268). Mr. Post describes fiction as "the art that depicts all the potentialities of human life" (p. 2), and he finds that in general the poets here studied used fiction to express philosophical attitudes—"their fiction is rich in moral patterns" (p. 5).

Proceeding on this assumption, Mr. Post tends inevitably to emphasize the didactic elements in much of his material. Thus he repeats his well-known theories about the use of tragedy as an instrument of politics (e.g., p. 73: Aeschylus' *Septem* as propaganda for Pericles; p. 138: Euripides' *Hecuba* as anti-Thracian

The Development of Attic Black-Figure. By J. D. BEAZLEY, ("Sather Classical Lectures," Vol. 24.) Berkeley and Los Angeles: University of California Press, 1951. Pp. xiv, 127; 49 plates. \$6.50.

The attractive format and appearance of this small book fully accord with the high quality of the lectures and the distinguished reputation of its author. The lectures have been printed almost as they were delivered; they are crisp, fresh, and clear in expression. Brief notes have been added which, among much of scholarly interest, give references to vases discussed in the text but not illustrated in the plates for reasons of space. The illustrations do, however, permit the main lines of black-figure painting to be traced, show some unpublished pieces, and are generally of high quality. A few unfortunately are from photographs with light reflections. Particularly pleasing are the vignettes from little master cups on plates 24-25 and the reproductions of the Aegisthus vase in Berlin, the earliest representation in art of the death of Aegisthus (title page and pl. 3).

After a definition of black-figure and a brief sketch of its antecedents, Sir John traces in six lectures the main lines of development through the sixth century. One is well devoted in its entirety to the François vase, the masterpiece of Attic black-figure. By way of conclusion

and summary the history of the Panathenaic amphora is presented in the last lecture, from its earliest example in the second quarter of the sixth century to its last in the Hellenistic period. The core of the work is, of course, the development of the painter's and the potter's art, but deftly interwoven are allusions to matter of literary, religious, and historical interest. Black-figure painting is not only traced as an art form, but set in its context, both that of archaic Greece and that of modern scholarship. In short, the book is a happy expression of the author's very great scholarship and his literary skill in expressing it in terms of general understanding.

CARL ROEBUCK

UNIVERSITY OF CHICAGO

The Greeks and the Irrational. By E. R. DODDS. ("Sather Classical Lectures," Vol. 25.) Berkeley and Los Angeles: University of California Press, 1951. Pp. xi, 327. \$5.00.

This is an exciting book—whether its reader is classicist or philosopher and whether or not one agrees with its rather remarkable conclusions. In investigating irrational aspects of Greek religious practice and popular belief, Dodds has used methods of modern psychology and anthropology with notable skill. The result not only throws light on little understood phases of Greek life but gives significant insight into the broader problems of human guilt feelings, religious fears and mystic strivings.

Interesting but a bit doubtful in my opinion is the attempt to see a strong influence of the northern shamanistic culture on Greek ideas, particularly on Pythagoras and subsequently through West Greek Pythagoreans on Plato. Probably sounder is Dodds' use of recorded dreams and his analysis in Freudian terms of the growth of a sense of guilt in post-Homeric Greece, which he sees as connected with the change in the status of the family. Worth further investigating is his suggestion that ideas of reincarnation are to be related to repressed childhood memories.

Personally I found the first chapter, "Agamemnon's Apology," most convincing. This is an analysis of the phenomenon of psychological "projection," in particular of the concept of *atê*, which Dodds feels was thought of as a truly external force, the cause, not the punishment for rash acts. He concludes: "The situation to which the notion of *atê* is a response arose not merely from the impulsiveness of Homeric man, but from the tension between individual impulse and the pressure of social conformity characteristic of a shame-culture" (p. 18).

The final chapter, "The Fear of Freedom," shows how the very development of reason had created too great a gulf between intellectuals and the masses with the result that the people turned to the less demanding irrational. Eventually even the philosophers could not bear the

burden of individual responsibility which awaited them if they pursued the rational path, and they retreated. Cultural decline was the penalty, for retreat from knowledge exacts a greater toll than primitive ignorance. Dodds need not stress the parallel with the present crisis.

HAZEL E. BARNES

OHIO STATE UNIVERSITY

Dio Chrysostom. With an English translation by H. LAMAR CROSBY. Volume V: Discourses LXI-LXXX. ("Loeb Classical Library," No. 385.) Cambridge, Mass.: Harvard University Press, 1951. Pp. vi, 504. \$3.00.

This final volume of the Loeb *Dio* contains Discourses LXI-LXXX, the *Encomium on Hair* (preserved in Synesius), twelve fragments, and five brief letters. Pages 361-423 give text and translation of passages in other ancient authors dealing with Dio's life and writings. Philostratus' *Life of the sophist* and scattered allusions in his *Life of Apollonius* are listed but not printed, as being available in the Loeb editions of that biographer.

The Discourses in this volume belong chiefly to the later period of Dio's career, when he had turned from the typical show-pieces of the Second Sophistic to more serious philosophical essays, in which the influence of

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Plato is strong. The Seventy-First Discourse, *On the Philosopher*, will have a timely sound to contemporary ears, for it points out, with a wealth of classical examples, the dangers of high technical achievement and inventiveness when uncontrolled by the philosopher's consideration of the good or evil effects of such knowledge. Among the more sophistic exercises, the Sixty-First Discourse, *Chryseis*, is an entertaining *tour de force*, in which Dio extracts from the scanty allusions in the *Iliad* to Agamemnon's captive an incredibly detailed picture of her personality.

The translation is very satisfactory, and the introductions and notes to each Discourse meet all reasonable demands. The text is in the main that of Arnim, but the critical notes are generous in listing conjectures *variorum*.

An index to all five volumes has been added, obviating resort to the individual indexes of volumes I-IV. This is all the more welcome in that it is considerably more complete for volumes I-II than were the individual indexes prepared by Cohoon.

F. STUART CRAWFORD

BOSTON UNIVERSITY

Index Verborum Iuvenalis. By LUCILE KELLING and ALBERT SUSKIN. Chapel Hill: University of North Carolina Press, 1951. Pp. vii, 129. \$5.00.

The authors of this work have made an excellent choice of editions as the textual basis of this *Index Verborum*, with Knoche's fundamental study of the manuscripts and Wessner's edition of the *Scholia Vetustiora* to supplement the readings given in the major editions. Their decision to follow the instructions given in Oldfather's guide to the preparation of critical *Indices verborum* of classical authors (*TAPA* 68 [1937] 1-10) was a wise one, and they have followed his method admirably. The work justifies their claim that they have, according to his precepts, reported "the entire body of critical material upon which the texts followed are constituted," instead of limiting their entries to words and variants actually embodied in those texts. Unfortunately, the publishers' statement on the jacket exaggerates this claim unjustifiably, stating that "all manuscript variations" are noted. In view of the large number of manuscripts not considered in the modern critical editions, and the endless variant readings in these manuscripts, such an undertaking would have been impossible. Many textual problems that were of major importance in Renaissance editions are not suggested here. Conspicuous examples are *rusati* in *Satire* 7. 114, which was more commonly read as *rus sati*, with consequent problems about the rest of the line; the many variants for the word *pytismate* in 11.175, a major *crux* throughout the fifteenth century; the readings *pana* and *pannum* for *panem* in 10.81, though the variant *pan* is given; and the spellings *Sille* and *Sylle* for *Sullae* in 1.16 and 2.28, which reflect a characteristic problem of orthography.

The critical method adopted is carried out very consistently and clearly, except for inconsistency in entering variations in spelling. The best method used is that of listing each variant in correct alphabetical position, with a cross-reference to the form under which a full account of the word is given, e.g., *volgus*, with a reference to the later entry, *vulgus et volgus*, under which all occurrences of the word are listed. Often, however, variant spellings are listed separately without cross-reference, even though, as in the case of aspirated and unaspirated versions of a word, the entries are widely separated. Again, *Sameramis*, *Semiramis*, and *Samiramis* are grouped together, with no mention in its alphabetical position of *Semiramis*, the form under which the average reader would be most likely to seek the word. *Rhinoceros* and *rhinocerote* are given together, but the variant *rhinoceronte* is given separately with no mention of the other forms. This flaw is not likely to occasion serious inconvenience, but it should be avoided by later editors who may use this book as a model for an *index verborum* of another author.

The work seems to have been most accurately done, and so thoroughly that there are three columns listing the occurrences of *et*—lost labor in a sense, for who is likely to check through them for Juvenal's use of this essential connective?—but a useful assurance that nothing has been omitted. It is hardly necessary to mention the debt that scholars engaged in any kind of research in the works of the author concerned, or in the vocabulary, style, mythological, historical, and other allusions current in the writers of his period, or in the classical sources of later Latin and vernacular writers, owe to the patience and accuracy of the compilers of an *index verborum*. Our indebtedness is the greater in this case because of the significance of Juvenal's *Satires* in these lines of research, and because the labor of future index-makers will be greatly facilitated by use of this model.

EVA M. SANFORD

SWEET BRIAR COLLEGE

The Annals of Tacitus: A Study in the Writing of History. By B. WALKER. Manchester: Manchester University Press, 1952. Pp. viii, 284. 18s.

This is a study of Tacitus' historical method with some more or less relevant chapters added. The first seven chapters are the important part of the book and they present clearly and convincingly a distinction between Tacitus' treatment of factual subject-matter and non-factual material. Miss Walker recognizes that, in the former, Tacitus is, wherever verification is possible, trustworthy and painstakingly accurate. It is in the treatment of the non-factual material that he gives the color to his factual history which has led to the wide-spread distrust of the historian. The very clarity of the analysis robs

THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

AUTUMN MEETING

SATURDAY, NOVEMBER 29, 1952

10:30 A. M.

MUSIC ROOM, THE CHALFONTE

The Chalfonte-Haddon Hall, Atlantic City, New Jersey

PROGRAM

THE EDUCATION OF ANTIGONE: Professor William C. McDermott, University of Pennsylvania

EXTRA-CURRICULAR ACTIVITIES IN LATIN: Mr. Richard W. Carr, Glen Ridge High School, Glen Ridge, New Jersey

THE DESERT AND TWO CITIES (illustrated): Professor Casper John Kraemer, Jr., New York University

There will be a brief question-and-answer period following each paper, and, at the conclusion of the program, an informal half-hour designed to give the members and friends of the Association an opportunity to become better acquainted socially, and to meet the speakers. Your colleagues, friends, and interested students will be cordially welcomed.

Members intending to stop at the Chalfonte or the Haddon Hall should make early reservations with The Chalfonte-Haddon Hall, Leeds and Lippincott Company, Atlantic City, New Jersey.

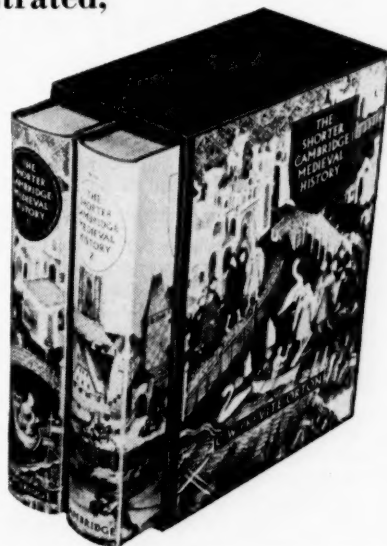
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the author's preliminary statement of all but rhetorical force: "Far more mysterious than the motives of that savage recluse, the Tacitean Tiberius, are those of his creator." It has been one great fault of Tacitean scholarship to make a mystery out of a straightforward problem. Perhaps Miss Walker would have been more confident of her own contribution to the problem if she had not, rather curiously, ignored the evidence of the *Dialogus*. She accepts an early date for its composition. How then can she overlook the buoyancy, the forward looking enthusiasm of the youthful writer? She need not have gone to Jung's psychology to understand the effect of Domitian's later censorship on such a nature. However, like Tacitus, Miss Walker is dependable, accurate, and full of meat in her detailed discussions, while less dependable in her generalizations, for example, in saying that "the annalistic method is used much more strictly" in the *Histories* than in the *Annals* (p. 35). What we have of the *Histories* covers less than two years. "Of the various forms of poetry it seems that only epic had any formative influence on Tacitus' history" (p. 155). She sweeps drama aside as an influence because it "had by this time been swallowed up in rhetoric." Again, on tragedy, she should have considered the conversation in the *Dialogus*. "The murder of a mother, in Roman eyes more than in Greece, meant the destruction of all morality's first basis" (p. 79). Orestes to the contrary? The discussion of Thrax (pp. 229 ff.) is marred by the failure to realize that *gloria* was not to the Roman a necessarily vicious objective. These not wholly minor criticisms are aimed at what seem to me signs of carelessness, not at the essence of the book, which makes a real contribution to Tacitean studies, no slight achievement.

C. W. MENDELL

NEW HAVEN, CONN.

Selections from Lactantius: *Divinae Institutiones*.

With Introduction, Commentary, and Vocabulary. By W. T. RADIUS. Grand Rapids, Mich.: Wm. B. Eerdmans Publishing Company, 1951. Pp. xix, 139. \$2.50.

The appearance of a good school or college textbook on the writings of any of the Fathers of the Church is indeed an event to be heralded from the housetops. This textbook consists of a Preface, Introduction, fifty-seven pages of Latin text, Commentary, Latin-English vocabulary, and Index, all carefully prepared to make a thoroughly complete and well-rounded job.

The Preface in part attempts to defend the *Institutiones* as practical as well as worth-while material for students who wish to "go directly from their elementary texts . . . to Lactantius." I assume that in college, where students often begin Latin and study it for only two years, Professor Radius would recommend his textbook for part of the work of the second year.

The Introduction gives a brief background for a proper understanding of the author and his writings in general. A well-selected bibliography follows for those who would pursue this subject further. This is evidently done by one who has studied Lactantius thoroughly and understands him well.

The text covers fifty-seven pages of well-selected, rather long portions of Lactantius' masterpiece. For those teachers who would like to use this textbook in an advanced class, twice as much material would be greatly desired. The text has been taken from the best available edition by Brandt and Laubmann in the *CSEL*, with adaptations of essentially minor importance in the interest of achieving a good classroom tool.

The Commentary consists of comments on language, allusions to classical literature, and current life and events. Professor Radius has done this part exceedingly well, observing due restraint and proper proportion.

Personally, I am happy to see the Latin-English vocabulary. This will be a great convenience to all, elementary as well as advanced students. The general index will be found to be a most interesting reflection of the mind of Lactantius.

The book has been produced by the best of lithoprinting processes, and is very clear and easy to read. Let us hope that the price is cheap enough to warrant using the text in any course where more material for translation is needed.

ROY J. DEFERRARI

THE CATHOLIC UNIVERSITY OF AMERICA

The Roman Antiquities of Dionysius of Halicarnassus. Translated by EARNEST CARY. Volume VII [Books 11-20]. ("Loeb Classical Library," No. 388.) Cambridge, Mass.: Harvard University Press, 1950. Pp. x, 472. \$3.00.

With this, the final installment of the *Antiquities*, Cary has completed a project which he inaugurated in 1937 and has since carried forward with unremitting effort. We now have Book 11, covering the tyranny and overthrow of the Decemvirate, followed by the excerpts from Books 12-20, drawn chiefly from Constantine Porphyrogenitus. A general index to the whole work concludes the volume.

The ingredients are much the same as before. The text is based on that of Jacoby's Teubner edition, with numerous emendations by the translator and by three of the Loeb editors, L. A. Post, E. H. Warmington, and the late Edward Capps. Book 11 appears in the vigorous eighteenth-century version of Edward Spelman, with appropriate revisions, while the excerpts have now been done into English for the first time. Critics will doubtless find a few phrases to challenge, but surely none will deny that these seven volumes represent a solid achievement.

ROGER PACK

UNIVERSITY OF MICHIGAN

NOTES AND NEWS

This department deals with events of interest to classicists; the contribution of pertinent items is welcomed. Also welcome are items for the section of *Personalia*, which deals with appointments, promotions, fellowships, and other professionally significant activities of our colleagues in high schools, colleges, and universities.

The Classical Association of the Atlantic States will hold its Autumn Meeting on November 29, 1952 in Atlantic City. The program of the meeting appears at the center fold of this issue. The Report of the Secretary-Treasurer for the year 1951-1952, incorporating the Minutes of Spring Meeting held at St. John's College, Annapolis, April 18-19, 1952, and accompanied by the Report of the Committee on the C.A.A.S. Rome Scholarship, will appear in the next issue.

The American Association of University Women announces the offer of twenty-five fellowships, with stipends ranging from \$1,500 to \$3,000, to American women for advanced study or research during the academic year 1953-1954. In general, the \$1,500 fellowships are awarded to young women who have completed two years of residence for the Ph. D. degree or who have already received that degree, the \$2,000-\$2,200 awards to more advanced students or those who may need to

study abroad, the \$3,000 awards to more mature scholars who need a year of uninterrupted work for writing and research. Except as specified, the fellowships are unrestricted as to subject and place of study. Applications and supporting materials must reach the AAUW Washington office by *December 15, 1952*. For further information and instructions for applying, address the Secretary, Committee on Fellowship Awards, American Association of University Women, 1634 Eye Street, N. W., Washington 6, D. C.

Among the thirty-three fellowships (national and international) announced in May 1952 for the academic year 1952-1953 we note those awarded to Dr. Pearl Hogrefe, Professor of English, Iowa State College, for the completion of a book on the influence of Sir Thomas More and English humanists on early sixteenth-century drama (research at Folger Shakespeare Library, Washington, D. C.); to Miss Doris M. Taylor, Instructor in Classics, Western Reserve University, Cleveland, Ohio, for an analysis of pottery excavated at Cosa, as a contribution to the history of the Hellenistic period (research in Italy and other Mediterranean countries); and to Dr. Margaret Quatember, Austria (International Fellowship), archaeologist, for research at libraries in Rome and Florence and practical work at several excavations in Italy.



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The **American Academy in Rome** is again offering a limited number of fellowships for mature students and artists capable of doing independent work in architecture, landscape architecture, musical composition, painting, sculpture, history of art, and classical studies.

Fellowships will be awarded on evidence of ability and achievement, and are open to citizens of the United States for one year beginning October 1, 1953, with a possibility of renewal. Research fellowships, offered in classical studies and art history, carry a stipend of \$2,500 a year and free residence at the Academy. All other fellowships carry a stipend of \$1,250 a year, transportation from New York to Rome and return, studio space, free residence at the Academy, and an additional allowance for European travel. Applications and submissions of work, in the form prescribed, must be received at the Academy's New York office before *January 1, 1953*. Requests for details should be addressed to the Executive Secretary, American Academy in Rome, 101 Park Avenue, New York 17, N. Y.

The 1952-1953 fellowships in classical studies, announced in March 1952, were awarded to Professors Robert F. Goheen, Princeton University, and Wendell V. Clausen, Amherst College, and to Messrs. Kenneth S. Falk, Syracuse, N. Y., and William G. Sinnigen, Hawthorne, N. J., graduate students at Harvard University and the University of Michigan, respectively.

The **John Hay Whitney Foundation** fellowships for the academic year 1953-1954, providing full salary, tuition, and transportation for a year's graduate work in the humanities at Columbia or Yale Universities, will be offered to qualified teachers in the public high schools of the following states: Maine, New Hampshire, Vermont; Alabama, Arkansas, Florida, Louisiana, Mississippi; Illinois, Indiana, Iowa, Missouri; Idaho, Montana, Utah, Wyoming. Each teacher accepted for study as a John Hay Fellow is granted a year's leave by his employing school system and agrees to return following his university work. He must be between 30 and 45 years of age, should hold at least the bachelor's degree from a recognized college or university, must be teaching at the senior high school level, with a minimum of five years of experience in this work, the most recent two of which shall be in the school system from which he applies, and must be nominated by his local superintendent of schools or other official in a position to help him plan a program of graduate studies and utilize his new experience upon his return to teaching. To allow each Fellow to expand his own interests in the humanities, individual programs of courses will be arranged in consultation with faculty advisers at the two universities. Inquiries from teachers and administrators should be directed to the Division of Humanities, John Hay Whitney Foundation, 30 Rockefeller Plaza, New York 20, N. Y., and applications must be received by *December 15, 1952*.

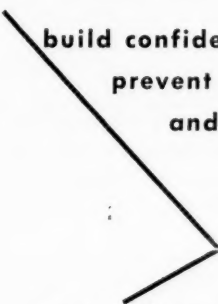
Among the twenty John Hay Fellows for the academic year 1952-1953, appointed in May 1952 from the first "pilot" group of sixteen states, representing the Pacific Northwest, Middle West, South, and New York-New Jersey areas, were Mr. Maxwell Gates, Ellensburg Senior High School, Ellensburg, Washington (English, Latin, and French); Miss Margaret Leatherberry, Turner High School, Wyandotte County, Kansas (English, Latin, and French); and Mrs. Evelyn Ross Robinson, Booker T. Washington High School, Atlanta, Georgia (Latin and English). All three will study at Columbia, where the special adviser for the ten Fellows in residence at that university will be Mr. S. Palmer Bovie, of the Department of English, a classical fellow of the American Academy in Rome in 1949-1950.

Supported by a grant of \$120,000 from the Rockefeller Foundation, a three-year inquiry into the role which foreign languages and literatures now play and should hereafter play in American life was begun on October 1 by the **Modern Language Association of America**. The project is under the direction of Professor William Riley Parker, Executive Secretary of the MLA.

The inquiry was prompted by the fact that, while America's changed position in the world would seem to make it highly desirable for more and more Americans to know foreign languages, the study of foreign languages in this country has nevertheless declined steadily in recent years. An effort will be made to learn what attitudes or practices, on the part of language teachers or others, have been responsible for this paradoxical situation. Concerned to give language learning a more functional place in American life, with a view to both America's present position of world leadership and the practical needs of her citizens, the MLA will seek the advice of scientists, social scientists, teachers in all fields of the humanities, leaders in business, government, education, and many other areas. A series of conferences is being planned, from which, it is hoped, new ideas and a wider perspective on the problem will result, leading to a redefinition of the role of foreign languages at all levels of American education. A special program will be devoted to the new project at the MLA annual convention in Boston, December 27-29.

PERSONALIA

Lily Ross Taylor, Professor of Latin and Dean of the Graduate School, Bryn Mawr College, has been appointed Professor-in-Charge of the School of Classical Studies of the American Academy in Rome, succeeding Professor **Frank E. Brown**, who has returned to join the faculty of Yale University this fall. Mr. **Lawrence Richardson, Jr.** has accepted the position of Field Archaeologist at the Academy, and,



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under the general supervision of Miss Taylor, will conduct the Academy's excavations at Cosa. The Jerome Lecturer for 1952-1953 will be Dr. **Gisela M. A. Richter**.

Miss **Mary L. Hess**, for more than forty years a teacher in the public schools of Pennsylvania and for twenty-three of these teacher of Latin and German, Liberty High School, Bethlehem, received, in honor of her long service as a teacher in this area, a Doctorate of Humane Letters from Moravian College for Women on June 9, 1952. Miss Hess is a former vice-president of C.A.A.S., and, since its founding in 1922, has been secretary-treasurer of the Classical League of the Lehigh Valley.

Gilbert Highet, Anthon Professor of Latin at Columbia University, has been appointed chief book critic of *Harper's Magazine* (see *Harper's*, August 1952, p. 96).

BOOKS RECEIVED

The following list includes books received since the compilation of the last installment of Professor Casson's RECENT PUBLICATIONS in March 1952 (*CW* 45 [1951/52] 221-223). A bibliography of 1952 titles not previously reported, incorporating material collected by Mr. Mayerson and Professor Akielaszek, will be published in December, after which RECENT PUBLICATIONS will be resumed on a monthly basis.

- AKERSTRÖM, AKE. *Architektonische Terrakottaplatten in Stockholm*. ("Acta Instituti Atheniensis Regni Sueciae," Series in 4°, No. 1.) Lund: Gleerup, 1951. Pp. 105; 11 plates. Sw. Crs. 60.
- ALEXANDER, WILLIAM HARDY. *Maius Opus (Aeneid 7-12)*. ("University of California Publications in Classical Philology," Vol. 14, No. 5.) Berkeley and Los Angeles: University of California Press, 1951. Pp. ii, 193-214. \$0.25.
- BALDRY, H. C. *Greek Literature for the Modern Reader*. Cambridge: At the University Press, 1951. Pp. ix, 321. \$3.75.
- BARTELINK, G. J. M. *Lexicologisch-Semantische Studie over de Taal van de Apostolische Vaders: Bijdrage tot de Studie van de Groeptaal der Griekse Christenen*. Utrecht: J. L. Beijers, n.d. Pp. xv, 170. 6.50 fl.
- BLAICKLOCK, E. M. *The Male Characters of Euripides: A Study in Realism*. Wellington: New Zealand University Press, 1952. Pp. xvi, 267. 35s.
- BOAS, MARCUS (ed.). *Disticha Catonis*. Opus post Marci Boas mortem edendum curavit HENRICUS J. BOTSCHUYVER. Amsterdam: North-Holland Publishing Co., 1952. Pp. lxxxiv, 303; 1 plate. \$10.75.
- BOWRA, C. M. *Heroic Poetry*. London: Macmillan; New York: St. Martin's Press, 1952. Pp. ix, 590. \$7.50.
- BUSH, DOUGLAS. *Classical Influences in Renaissance Literature*. ("Martin Classical Lectures," No. 13.) Cambridge, Mass.: Harvard University Press (for Oberlin College), 1952. Pp. xi, 60. \$1.50.
- CLAIRMONT, CHRISTOPH. *Das Parisurteil in der antiken Kunst*. Zürich: Privately printed, 1951. Pp. 143; 40 plates. No price stated.
- COOPER, CHARLES GORDON. *An Introduction to the Latin Hexameter*. Melbourne: Macmillan, 1952. Pp. x, 70. 7s. 6d.
- COOPER, CHARLES GORDON (trans.). *Cicero on Himself: Being N. Fullwood's Selections Done into English*. Melbourne: Macmillan, 1952. Pp. 25 (loose-leaf sheets in envelope). 3s. 6d. (sold to teachers only).
- COOPER, LANE (ed.). *The Art of the Writer: Essays, Excerpts, and Translations*. Ithaca, N. Y.: Cornell University Press, 1952. Pp. xii, 436. \$5.00. (Revised and enlarged edition of C's *Theories of Style* [New York and London 1907]; noticed by M. B. McNamee, S. J., in *CB* [November 1952] 11.)
- CROUZET, PAUL. *Nouvelle grammaire latine*. Toulouse: Privat; Paris: Didier, 1951. Pp. xx, 150. No price stated.
- CROUZET, PAUL. *Nouvelle méthode latine et exercices illustrés (classes de 6e et 5e)*. Toulouse: Privat; Paris: Didier, 1951. Pp. xxiii, 391. No price stated.
- DAMON, P. W., and W. C. HELMBOLD. *The structure of Propertius, Book 2*. ("University of California Publications in Classical Philology," Vol. 14, No. 6.) Berkeley and Los Angeles: University of California Press, 1952. Pp. ii, 215-253. \$0.50.
- DAVIS, SIMON. *Race-Relations in Ancient Egypt: Greek, Egyptian, Hebrew, Roman*. New York: Philological Library, 1952. Pp. xiii, 176. \$4.50.
- DEICHGRÄBER, KARL. *Der listensinnende Trug des Gottes: Vier Themen des griechischen Denkens*. Göttingen: Vandenhoeck & Ruprecht, 1952. Pp. 156; 1 plate. DM 9.80.
- DIEHL, ERNESTUS (ed.). *Anthologia Lyrica Graeca: Fasc. 3, Iamborum Scriptores*. 3d ed.; Leipzig: Teubner, 1952. Pp. v, 162. DM 5.60 (bound).
- DILLER, AUBREY. *The Tradition of the Minor Greek Geographers*. ("American Philological Association, Philological Monographs," No. 14.) Lancaster, Pa.: Lancaster Press, 1952. Pp. x, 200; 3 plates; 1 map. \$5.00. (To be ordered from the American Philological Association, Hunter College, 695 Park Ave., New York 21, N. Y., or B. H. Blackwell, Ltd., Broad Street, Oxford, England.)

(To Be Continued)

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